

Degree Program Student Learning Report

Revised August 2017

Department of History and Political Science

Secondary Education, AA

Fall 2017 – Spring 2018

PART 1

Degree Program Mission and Student Learning Outcomes

A. State the school, department, and degree program missions.

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	The mission of the School of Liberal Arts is to further the study and practice of the arts, humanities, and social sciences at Rogers State University, in the community, and in the region.	The mission of the Department of History and Political Science is to support discipline-specific degree programs as well as the University's general education program.	The Associate in Arts in Secondary Education (AA-SE) is intended to prepare students for a career in teaching grades six through twelve. The program is designed to provide students with the first two years of general requirements to transfer to a four-year program.

B. Align school purposes, department purposes, and program student learning outcomes with their appropriate University commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The School will offer innovative degrees, which focus upon developing skills in oral and written communication, critical thinking, and creativity.	Offers innovative and quality teaching both within the classroom and through distance education.	Students will demonstrate critical thinking skills in reading, communication, mathematics and writing. They will also demonstrate knowledge in the areas of science, art and literature, and social sciences.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	The School will educate liberal arts majors to think critically, creatively, and independently and to have the skills to work in all types of situations and communicate with all types of people.	Foster the skills of critical thinking, writing, research, and oral communication among our students.	Students will demonstrate knowledge and critical interpretation of key issues in the various areas of social and pedagogical concerns.
To provide a general liberal arts education that supports specialized academic program sand prepares students for lifelong learning and service in a diverse society.	The School will offer general education courses of high quality and purpose that provide a foundation for life-long learning.	Serve the University and the community through the provision of a variety of quality general education courses.	The general education experience will enable to students identify points of view,, intended meaning, and relationships among ideas in spoken and written material.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The School will foster a community of scholars among the faculty and students of the institution.	Foster values of scholarship, creativity, appreciation of diversity, and community service among our faculty, staff, and students.	Students will demonstrate an ability to understand and analyze historical developments, cultural contexts, and basic concepts of major political, social, and cultural environments.
To provide university-wide student services, activities and resources that complement academic programs.			
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.	The School will offer and promote art, cultural, and public affairs events on the campus and in-the region.	Attract and retain high quality traditional and nontraditional students.	A high proportion of students will express satisfaction with the teaching, learning and advising they have experienced throughout their participation in the RSU community.

PART 2

Revisit Proposed Changes Made in Previous Assessment Cycle

Revisit each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed change was implemented and comment accordingly. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported and discussed here. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments
No changes proposed	NA	

PART 3

Response to University Assessment Committee Peer Review

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Nevertheless, a response should be written below in Part 5 to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle. These instructions are only applicable if changes were made or suggested.

Peer Review Feedback	Implemented (Y/N)	Comments
There was no peer review in the previous assessment cycle.	NA	

PART 4

Evidence of Student Learning

The evidence of student learning is measured by an exam required by the State of Oklahoma for all those seeking state teaching certification. The exam is titled the Oklahoma General Education Test (OGET). The test is comprised of seven subareas of learning. See the Appendix on the last page for details of each subarea.

**A.
Student Learning Outcome**

SLO #1: Students will pass each of the six OGET subareas.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
The six OGET measures.	Students will average 265 on each of the six OGET assessment measures.	Every student who wishes to teach in Oklahoma must take the OGET. Between 2013 and 2018, 36 students graduated with an AA-SE degree. Fourteen did not take the OGET.	NA	See Table 1 below.	No. 50% did not meet the standard.

**H.
Conclusions**

**PART 5
Proposed Assessment Changes**

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improve course instruction and program curriculum. Below is a discussion of potential changes which are aimed at improving the assessment process and, ultimately, improving student learning. The evidence is the first of its kind used by Rogers State University.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
NA		Before a discussion of learning outcomes and the rationale and impact of relevant instructional changes can be articulated, more data will soon be made available to the faculty for their analysis.

Table 1

Grad Year	No. of Grads	No. Took OGET	AVG Pass Score	AVG Sub A	AVG Sub B	AVG Sub C	AVG Sub D	AVG Sub E	AVG Sub F
2013	9	6	267	270	256	291	280	272	236
2014	5	3	265	285	266	281	267	258	240
2015	5	3	256	260	244	273	269	245	250
2016	8	6	274	273	268	280	283	285	255
2017	6	3	272	273	275	293	280	271	250
2018	4	2	256	282	249	273	278	256	210
Sum of Average Scores			265	274	260	282	276	265	240

The Oklahoma General Knowledge Test (OGET) is required of everyone who sees a teaching certificate in Oklahoma. The test examines knowledge in six areas, which are listed and briefly described. A passing score is 240 or above. A score of 300 is the highest that can be earned.

PART 7
Faculty Participation and Signatures

A. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

Faculty Name	Assessment Role	Signature
Steve Housel	collected data and prepared report	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Ken Hicks		
Dean	Keith Martin		

Appendix

A. CRITICAL THINKING SKILLS: READING AND COMMUNICATIONS

- Identify a writer's point of view and intended meaning.
- Analyze the relationship among ideas in written material.
- Use critical reasoning skills to evaluate written material.
- Recognize the roles of purpose and audience in written communication.
- Recognize unity, focus, and development in writing.

B. COMMUNICATION SKILLS

- Recognize effective organization in writing.
- Recognize sentences that effectively communicate intended messages.
- Recognize standard conventions of formal written English usage in the United States.

C. CRITICAL THINKING SKILLS: MATHEMATICS

- Solve problems involving data interpretation and analysis.
- Apply mathematical reasoning skills to analyze patterns and solve problems.
- Solve applied problems using a combination of mathematical skills (including word problems involving one and two variables).

D. COMPUTATION SKILLS

- Solve word problems involving integers, fractions, decimals, and units of measurement.
- Graph and solve algebraic equations with one and two variables.
- Solve problems involving geometric figures.

F. LIBERAL STUDIES: SCIENCE, ART AND LITERATURE, SOCIAL SCIENCES

- Understand and analyze major scientific principles, concepts, and theories, and apply skills, principles, and procedures associated with scientific inquiry.
- Understand and analyze the historical development and cultural contexts of science and technology and the impact of science on society.
- Understand, interpret, and compare representations from the visual and performing arts from different periods and cultures, and understand the relationship of works of art to their social and historical contexts.
- Understand and analyze the major political, social, economic, scientific, and cultural developments that shaped the course of history.
- Understand and analyze the concepts of freedom, diversity, and tolerance, their historical development, and their influence in human history.

G. CRITICAL THINKING SKILLS: WRITING

- Prepare an organized, developed composition in edited English in response to instructions regarding content, purpose, and audience.